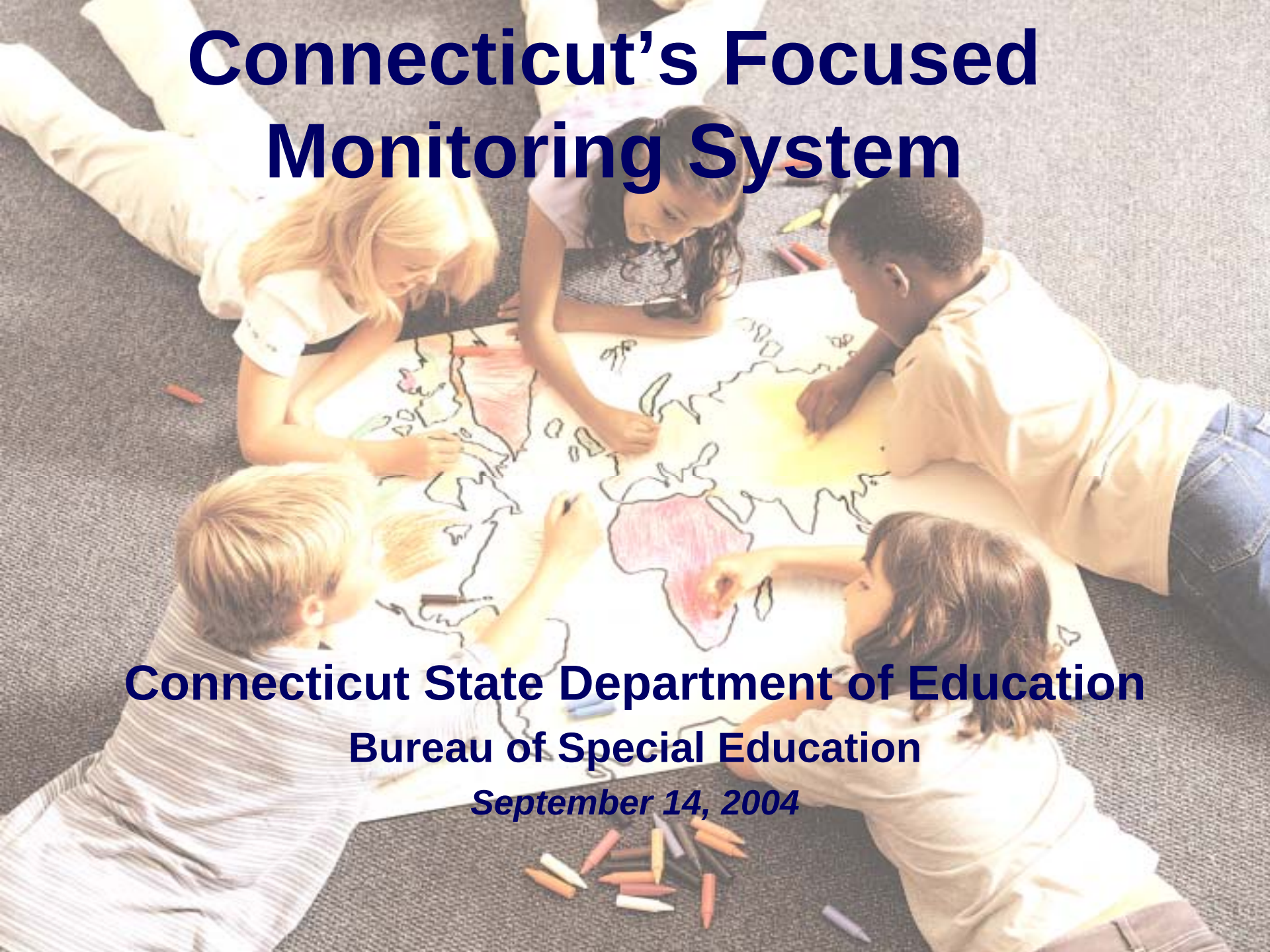
Connecticut's Focused Monitoring System



Connecticut State Department of Education

Bureau of Special Education

September 14, 2004

Why Focused Monitoring (12)

- Need to focus more on **results** for students and less on procedures;
- Need to **prioritize** our resources and efforts;
- Need to **connect** special education monitoring and improvement activities to general education initiatives;

Why Focused Monitoring?

- Need to **include** consumers (parents) in monitoring;
- Need to **respond** to changes in OSEP's monitoring system; and
- Need to **have** a more effective monitoring system.

Development of the System **Appendix A**

Focused Monitoring Steering Committee included:

- **ConnCASE representatives;**
- **SDE consultants and bureau chief;**
- **SERC consultants and director;**
- **Birth to Three System and early childhood representatives;**
- **Parents and advocacy organizations; and**
- **Additional invitees for discussion of priority areas.**

ConnCASE Representatives

- James Blair
- Mary Forde
- Clint Montgomery
- Joseph Onofrio
- Joanne Panicek
- Mariann Rossi-Ondusky
- David Scata
- Palma Vacarro
- Gary Zaremski

Parent Representatives

- CPAC – Nancy Prescott
- CPAC – Jane Hampton Smith
- SAC – Isabel Kaplan
- Parent Advisors - Shelton Public Schools: Patricia Mc Cormack, Roberta Salemme, Jane Dowty
- CCIE – Ginger Spiers

Development of the System (3)

- OSEP Guidance – National Conference and Annual Performance Report (APR)

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- Technical Assistance from the Northeast Regional Resource Center (NERRC)

Parameters of the System

- Focused monitoring will be the design.
- Parents will be an integral part of the system.
- The system must be responsive to OSEP and State priorities.
- Data will be disseminated to the public.

System of General Supervision (7)

- Special Education Profiles
- IDEA Entitlement Grant
- SDE Policy and Procedures Manual
- Training and Technical Assistance
- IEP form
- Publications and Guidelines
- Complaints/Due Process Hearings/ Mediations
- PJ Settlement Agreement

Program Review, PJ and Focused Monitoring

- 6 year program review cycle ended in 2002-2003 in the ACES region.
- 2002-2003 settlement agreement monitoring was embedded in the ACES review, in addition to focused monitoring in non-ACES districts.
- 2003-2004 Steering Committee developed focused monitoring system, settlement agreement monitoring continues.

Program Review, PJ and Focused Monitoring

- 2004-2005 focused monitoring system replaces cyclical program review; and
- 2004-2005 settlement agreement monitoring continues for identified districts and as part of focused monitoring.

Identification of Key Performance Indicators (15)

- Feedback from OSEP
- State data ranked by OSEP – Appendix D
- CT priorities such as settlement agreement, data review, past program review findings

Focused Monitoring Cycle (14)

- Steering Committee identifies key performance indicators.
- Districts are rank ordered based on data.
- Districts in need of improvement identified.
- Districts required to analyze their data.
- Districts chosen for site visit based on data and their analysis.

Rank Ordering (18)

Rank ordering is done by population groups – total number of students that the district is fiscally responsible for:

< 1,000

1,000 -2,500

2,500 - 5,000

5,000 -23,000 *students*

Two Key Performance Indicators for 2004-2005 (15)

1) **Overrepresentation**:

Monitor any overrepresentation of students with disabilities, in specific disability categories, for all racial and ethnic groups, in comparison to the district's total student population.

Key Performance Indicators

2) LRE:

Decrease the number of students in all disability categories who spend time in segregated settings as defined by 0-40 percent of their day with nondisabled peers.

Data Probes: Overrepresentation

1) District high outliers, by disability and race/ethnicity, for youth 3-21 in following disability categories: LD,ID, ED, Sp/L, OHI and Other;

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2) District disability odds ratios by race ethnicity for same disability categories; and

Data Probes: Overrepresentation

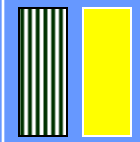
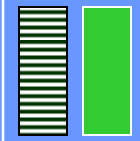
1) District high outliers, by disability and race/ethnicity, for youth 3-21 in following disability categories: LD,ID, ED, Sp/L, OHI and Other;
2) District disability odds ratios by race ethnicity for same disability categories; and
3) Difference between district wide graduation rate for all students in comparison to grad rate for students with disabilities.

Data Probes: LRE (16)

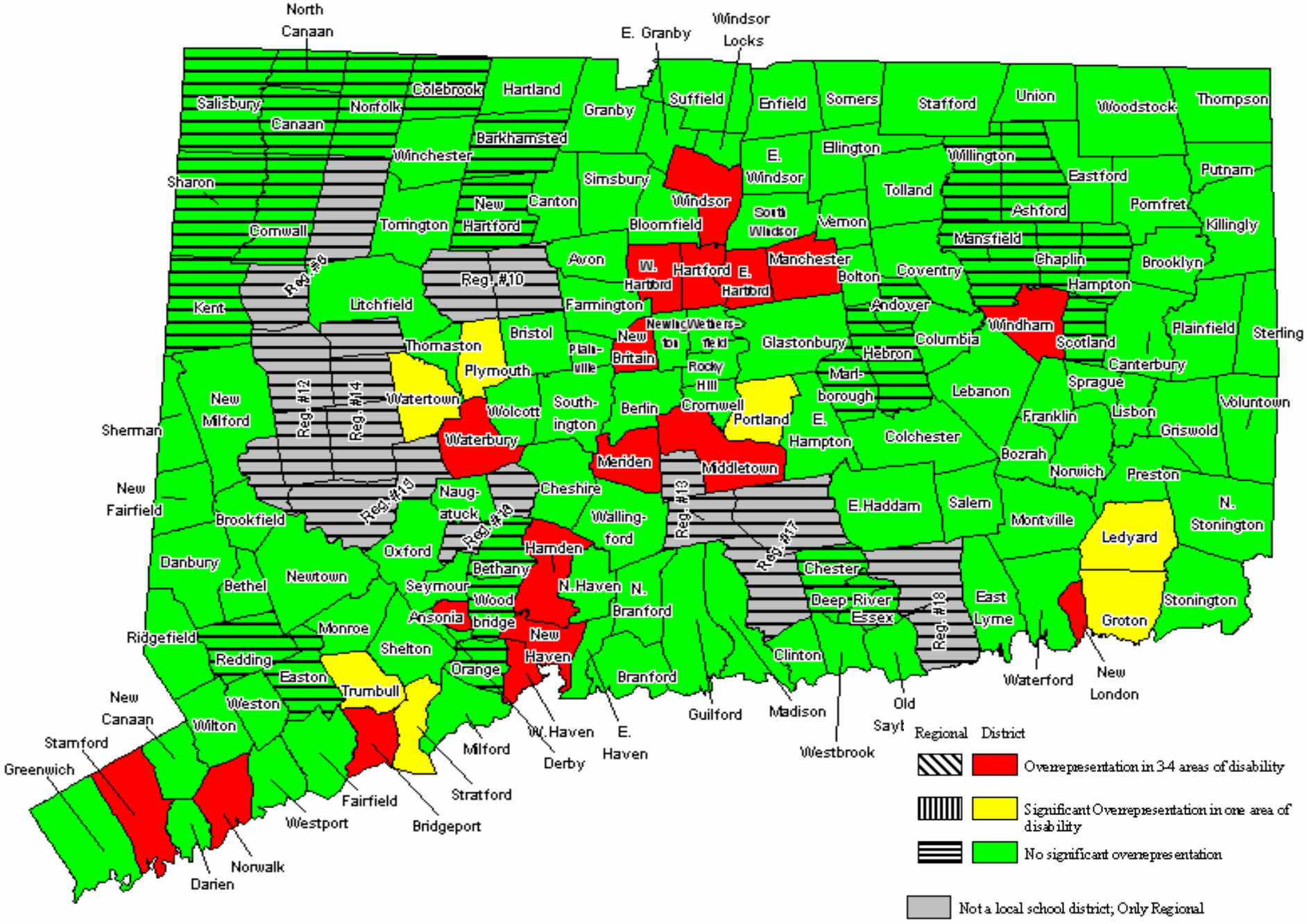
1) District percent of all students with disabilities who spend 0-40 % of their twndp;
2) District mean time with nondisabled peers for students with disabilities educated in district; and
3) District mean time with nondisabled peers for preschoolers with disabilities, except those receiving itinerant services.

Data Maps

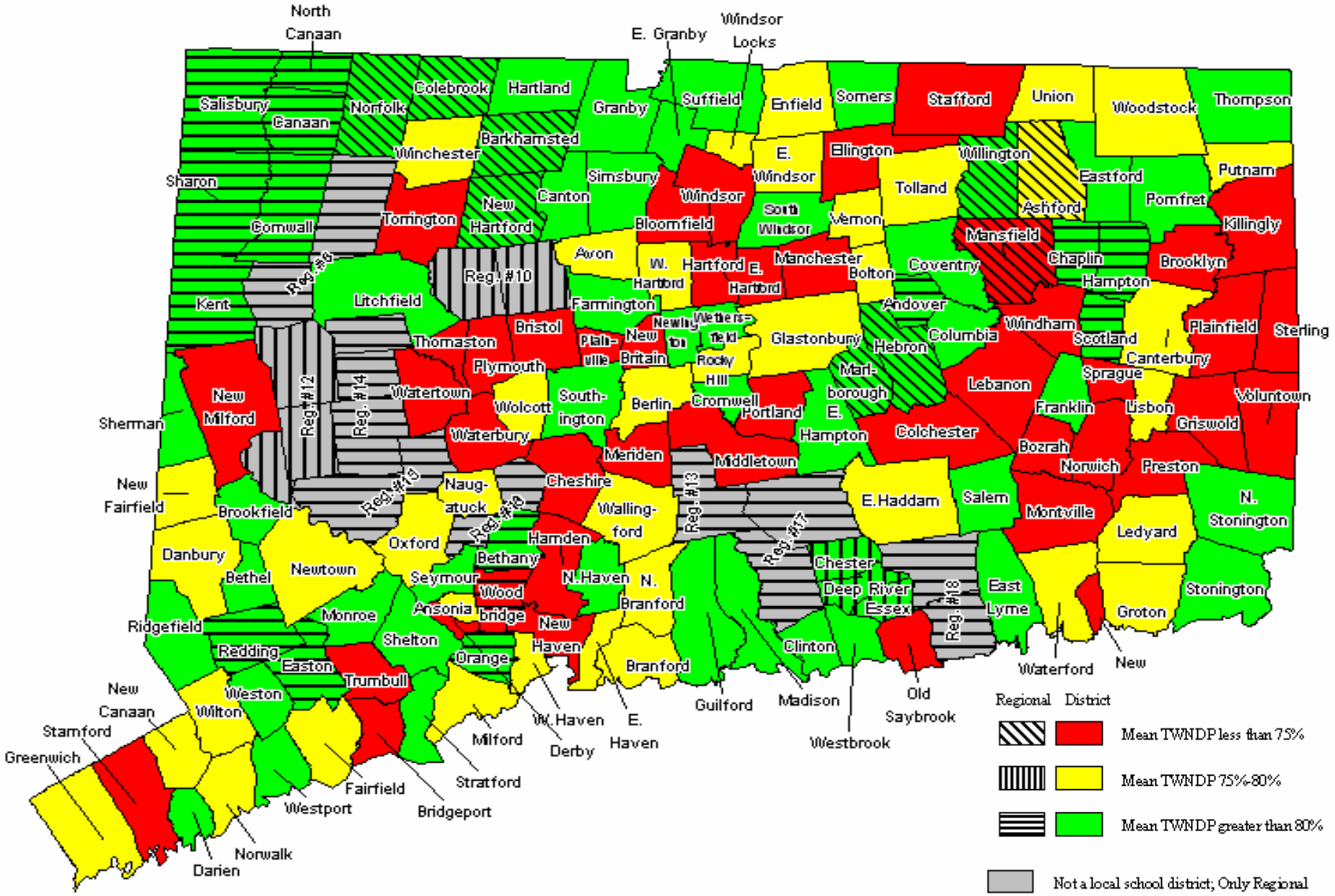
Color Coded District Data

REGIONAL / DISTRICT	Relative Standing on LRE Goals of the PJ et. al. v. State of Connecticut Settlement Agreement	Mean TWNDP for All In-District Students with Disabilities	Mean TWNDP for All Preschool Students with Disabilities (Does not include Students Receiving Itinerant Services)	Percent of all Students With Disabilities who Spend 0-40% of the Day with Non-disabled Peers	Overrepresentation of Students with Disabilities by Race/Ethnicity	Difference between District Graduation Rate for All Students and Graduation Rate for Students with Disabilities
	<u>Below State Figure on:</u> Home School and Percent in Regular Class OR Any 3 Goals	Mean TWNDP less than 75%	Mean TWNDP less than 50%	Greater than 16% spending 0-40% TWNDP	Overrepresentation in 3-4 areas of disability	Difference greater than 46.8%
	<u>Below State Figure on:</u> Home School OR Percent in Regular Class OR Any 2 Goals	Mean TWNDP 75%-80%	Mean TWNDP 50%-80%	10%-16% spending 0-40% TWNDP	Significant Overrepresentation in one area of disability	Difference 20-46.8%
	<u>Above State Figure on:</u> Home School, Percent in Regular Class, Mean and Median TWNDP OR All LRE Goals	Mean TWNDP greater than 80%	Mean TWNDP greater than 80%	Less than 10% spending 0-40% TWNDP	No significant overrepresentation	Difference less than 20%
	No students with ID/MR		No non-itinerant preschool students			No district wide graduation rate calculated
	Not a local school district; Only Regional	Not a local school district; Only Regional	Not a local school district; Only Regional	Not a local school district; Only Regional	Not a local school district; Only Regional	Not a local school district; Only Regional

Overrepresentation of Students with Disabilities by Race/Ethnicity



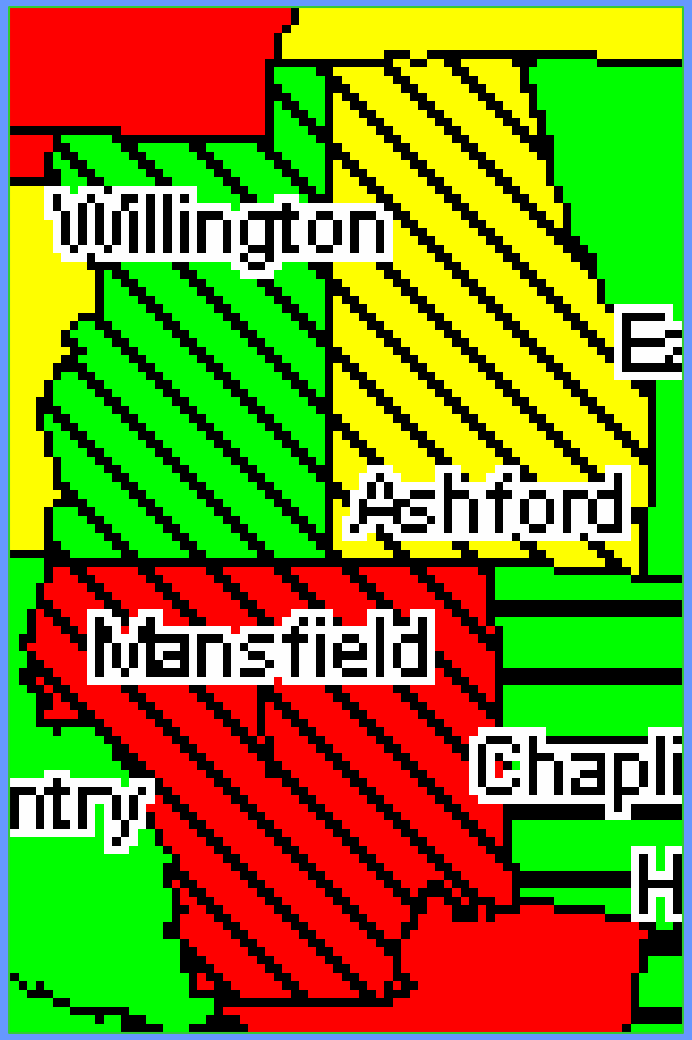
Mean Time with Non-Disabled Peers for All In-District Students with Disabilities



Color Coded District Data

Region #19:

= Mean TWNDP for In-District Students Less than 75%



Willington:

= Mean TWNDP for In-District Students Greater than 80%

Ashford:

= Mean TWNDP for In-District Students 75%-80%

Mansfield:

= Mean TWNDP for In-District Students Less than 75%

Site Visits (19)

- 10 – 12 districts will receive a site visit per year

  (one exemplary, one random)

- Districts will receive a site visit for one KPI

- Districts receiving site visit for overrepresentation have been notified

  (visit November-December : Manchester, Norwalk, Windham, and Windsor)

- Potential districts receiving site visit for LRE will be notified next week

  (visit February-April)

LRE Site Visit

- Districts will receive letter next week, asking them to analyze LRE data;
- Response will be due October 31, 2004;
- Districts will be chosen for LRE site visit in first week of November;
- Five districts will be chosen for site visit *(February – April)* based on data; and
- One exemplary and one random district will receive a site visit.

Site Visit Team

- **Lead consultant – SDE**
- **Support team which includes:**
  - **SDE consultants**
  - **SERC consultants**
  - **LEA Directors**
  - **Parents**

Pre-visit Planning Meeting (20)

- Lead Consultant
- District Special Education/Pupil Personnel Director
- District central office administrator such as Superintendent, Asst. Super., Curriculum Coordinator
- Other district representatives as identified

Purpose of Pre-visit Meeting

- **Review** the KPIs and district data;
- **Identify** areas of focus for site visit;
- **Identify** additional district data or policies and procedures that need to be reviewed;
- **Identify** any existing district/building improvement plans;
- **Review** student records that need to be available (up to 12);

Purpose or Pre-visit Meeting

- **Identify** staff/students to be observed or interviewed;
- **Review** how information will be gathered from families;
- **Determine** how families, staff and school board will be notified of site visit; and
- **Determine** how results will be shared with families, staff and school board.

Areas of Focus – Overrepresentation (23)

- District History
- Early Intervention
- Sp Ed Evaluation Practices
- Student Performance, Grad Rate and Drop Out Rate
- Services for ELL Students

Areas of Focus: Overrepresentation

- Family Involvement
- Suspension/Expulsion
- Preschool Services
- School Climate/Multi-cultural Competence
- Existing Improvement Plans

Areas of Focus: LRE (25)

- District History
- Students in OOD Placements
- Home School Placement
- Extracurricular Involvement and Social Opportunities
- Access to Gen Ed Curriculum and Regular Class Placement

Areas of Focus: LRE

- Integrated Student Support Services
- PPT Decision Making
- Preschool Services
- Achievement
- Collaboration for Service Delivery
- Existing Improvement Plans

Choose 3-5 Focus Areas for Site Visit

- Each focus area has a set of protocols
- Protocols may include:

A. Data gathering forms
B. Student record review form
C. Staff/Administrator Interview
D. Parent data
E. Student Observation

All districts will receive a set of protocols on CD-ROM.

Family Participation (27)

- Parents are members of monitoring teams.
- Existing data on family satisfaction from district, if available.
- Overrepresentation: Phone interviews will be conducted with family members.
- LRE: Public forum will be facilitated by impartial facilitator.

Follow-up to Site Visit (29)

- Exit Interview with the district;
- Monitoring Report will be issued 6 weeks after site visit, and
- Districts will participate in an Improvement Planning Session.

Improvement Planning (30)

- Session will include district reps, lead consultant, other SDE consultants, and SERC consultants;
- Improvement plan will be embedded into existing district improvement plans;
- Plans will identify 2-3 measurable goals;
- Plans will identify training and technical assistance needs.

General Questions

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Data Questions

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